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Home Room Guidance in Grantwood

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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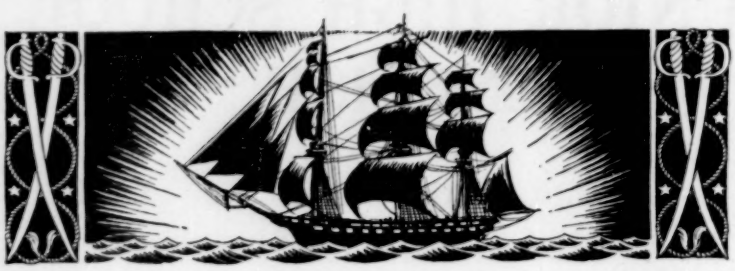

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JOURNAL OF EDUCATION

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Editorials

Education Year

WE ARE saying frequently that the coming year will be education's year. This grows more and more evident each week.

We have been in closer touch with America from sea to sea, from lake to gulf, for more years than has any one of whom we know, and few of those writing about education, 1931 and 1932, appear to have any conception of what the education problem of the year will be.

We realize that nothing is as it has been. We realize that taxpayers, merchants, manufacturers and bankers, lawmakers and law enforcers will have troubles such as they have never had before.

This will be especially true of everything pertaining to education. We have no intention, now or hereafter, to discuss any of those specific problems.

We cover all these conditions with one sentence: "Don't rock the boat this year."

Dismissal for Inefficiency

A WOMAN high school teacher in a moderate sized city has been dismissed for "inefficiency." Unfortunately she admits that she wears knickers and smokes. She claims that her dismissal is due to her personal practices, and a number of high school students and citizens insist that prejudice, because of her practices, played a vital part in her "inefficiency."

Unfortunately it might be difficult to prove that the professional work of this woman was seriously below the efficiency of every other member of the faculty.

There can be no question, however, about the professional taste of a high school woman teacher who thinks that, as a teacher, she owes nothing to social proprieties of the position.

Fifty years ago a high school woman teacher in a Massachusetts city had a practice of saying to her classes each term: "You must not speak to me off the school grounds, unless I am socially

recognized by the family. I am not your teacher off the school grounds."

That had been her attitude for several years. When I became a member of the city school board she was asked if that was her attitude. She replied that it was, and that she would not recognize any student off the school grounds socially, even if the school board made it a requirement.

We refused to make an issue of it, much as we resented her attitude. Later she personally changed her attitude, saying that she did not like to discuss any school problem with any member of the school board, because her relation with the board was strained.

Yeomen City of Childhood

THE Journal of Education tries to know of the latest important demonstrations of classroom achievements. In this issue we present a picture of "Little America" made by the boys of Yeomen City of Childhood, Elgin, Illinois.

We have been interested in the "Yeomen City of Childhood" since it was created about five years ago. We are indebted to Vera L. Glenzer for the photograph and the story about this great achievement of the boys.

Clevenger Succeeds Edmonson

A. W. CLEVENGER, high school visitor, University of Illinois, has been elected secretary of the North Central Association of Colleges and Secondary Schools, succeeding Dean J. B. Edmonson of the University of Michigan, who has completed six years of service.

Mr. Clevenger was assistant high school inspector at the University of Illinois for several years, and later served as high school inspector at the University of Michigan. He returned to the University of Illinois in his present position in September, 1928. He is a born executive secretary, and has an opportunity to demonstrate his talent. Dr. Edmonson has made a great record.

Dr. E. C. Higbie, Washington

DR. EDGAR C. HIGBIE goes from the presidency of the State Teachers College, Madison, South Dakota, to the presidency of Wilson Teachers College, Washington, D.C. This is one of the highly important professional events of the year.

Dr. Higbie has had the best of preparation of teacher training in the University of Minnesota and in Teachers College, Columbia University. In both institutions he had an exceptional intimate relation to the administration.

No state in the last ten years has presented more complicated economic, civic, social problems than has South Dakota, and no city was more exposed to trouble, but Dr. Higbie has been a leader whereever needed, whenever needed, and has never failed to meet every responsibility.

His institution has had a superior summer session each year, and he has been high man on the faculty of Boston University several summers. He captured the University and New England, and retained his prestige, receiving increased salary each year, until there was a conflict of dates, after which he went to George Peabody College for Teachers, where he repeated his Boston University experience.

It means much to American education to have Dr. Higbie in the nation's capital.

Knoxville Elects Harry Clark

PRESIDENT HARRY CLARK of Judson College, Marion, Alabama, is elected superintendent of Knoxville, at $7,500.

This gives great satisfaction, because Dr. Clark was a highly popular dean of School of Education of the State University of Tennessee at Knoxville.

Dr. Clark has been closely identified with education in Tennessee, South Carolina, and Alabama. His return to the city with such an opportunity to be the official leader in education will mean much to education in the South.

The University of Florida has for two years had a week devoted to Religious Emphasis. This is a great success in every way. Audiences frequently number more than 1,500 in a student enrollment of 2,400.

This is a wholesome phase of college demonstration and will mean much in checking the vicious criticism of the critics.

Music at Detroit

THIS personal letter is by a prominent educator of whose opinion we have the highest appreciation:—

My dear Dr. Winship: I have just gone through the report of the Detroit convention in your issue of March 16, 1931, and I find, much to my disappointment, that it makes no mention of the wonderful concert of high school pupils conducted on Tuesday evening. I am curious to know why this concert was not given more attention. Of course, the work of the high school chorus did not contribute materially to the machinery of educational method, but as an illustration of what can be done with training it was a remarkable performance. To my mind Tuesday evening's program was one of the most inspiring evenings that I have enjoyed for many years. I suggest that if you were not there, you make some inquiries among fair-minded people as to the quality of the work done.

Please do not misunderstand me. I have never paid any attention to choruses before, but I was amply repaid for the time given to it. I may say, I went to the rehearsal on Monday afternoon, thinking that I might stay there a moment, and, if I didn't like it, get out, but I stayed to the end of the rehearsal and gave the whole of Tuesday evening to it. To my mind it was a rare occasion as well as a most unique one.

Two Famous School Board Members

By ALBERT E. WINSHIP

C. W. SHARPLES

DR. C. W. SHARPLES, nine years a member of the Seattle School Board, is an outstanding leader in the development of Seattle's educational program.

Dr. Sharples, as physician and surgeon, has been vitally interested in the welfare of school children and has done much toward improving the conditions, even to the extent of giving his services free to the crippled children at the Orthopedic Hospital. He has been instrumental in extending the lunchroom service and in securing an advantageous contract for selling milk to school children. He is interested in establishing a public school dental clinic.

While Dr. Sharples's scientific knowledge is of great service to the school district, of even greater value is his business ability. He has been chairman or member of the building committee during a time when more building has been done than in the entire previous history of the city. He has been a leader in the establishing of junior high schools and a vocational high school.

As chairman of the building committee Dr. Sharples has done much in the way of systematizing the summer repair work. Repairs considered necessary are first reported by the principals to the Educational Department, where they are carefully gone over by the superintendent and then submitted to the buildings and grounds department, whereupon the building committee makes personal visits to the various schools to determine the most vital needs that come within the money at their disposal. In this capacity Dr. Sharples has traveled thousands of miles in his own automobile in order to acquaint himself with the needs of the district.

Dr. Sharples has always strongly advocated a class integration of the various units of the school system in an effort to secure a more efficiently working body, the aim at all times being that of more effective instruction for the children. Through such organization it has been possible to allocate a larger part of the school dollar for instruction.

MRS. IDA P. SYLVESTER

FOR a third of a century Passaic, New Jersey, has been eminently, sanely progressive in education. It has been the creator of educators of national fame. It has rejoiced in the creation of peace and prosperity through education.

One of the causes of this exceptional record has been the character of the personnel of the City Board of Education, and an even more important cause is the fact that there has been no partisan or disgraceful reflex because of factional rivalries.

The best demonstration of this rare social and civic virtue is the fact that Mrs. Ida P. Sylvester, the president of the City Board of Education, has been a member of the Board of Education for eighteen years, ranging from before the World War, through the boom period following the war, into the years of industrial depression.

Passaic is a suburb of New York City, is one of the New Jersey cities, which is saying much when we magnify professional peace. It is a city of 75,000 class, which is a restless size of city, challenging the jealousy of the 50,000 class and jealous of the 100,000.

New Jersey has had much excitement over women in education for these eighteen years, and yet Mrs. Sylvester has weathered the state excitement and is president of the Board of Education.

Mrs. Sylvester has never dodged responsibility for modernizing education. She made Passaic a leader in the introduction of the Platoon-Work-Study-Play-system in the schools. She championed the Social Centre idea, and in time of business depression installed the Penny Ladders in the schools.

All this has required an unusual personality. She is a graduate of Mount Holyoke College, which in itself has high significance. She qualified for service in the New York City schools by courses in Hunter College. But art was her controlling passion.

Mrs. Sylvester studied at Art Students League, and under Edmund Graecen, Henry B. Snell, George Pearse Ennis and other well-known artists. She was director of art for eight years at Hasbrouck Institute, Jersey City, and has exhibited paintings in Monclair Art Museum, and in New York at National Academy, Allied Artists, American Water Color Society, and Women Painters' and Sculptors' exhibitions. She is a member of American Water Color Society, and of the National Association of Women Painters and Sculptors.

Belding's Page

Educational Adjuncts

IN EVERY community are unnumbered institutions and forces powerfully affecting the intelligence and character of young people. Too sharp a cleavage still exists between these influences and the formally organized agency for instruction—the schools.

Every right-minded person connected with the operation of a newspaper, a radio station, a movie theatre, a scout group, a Y. M. C. A., or any activity affecting the development of young people, wants to do the right thing by the younger generation, and will respond to requests and suggestions from educators, provided the response can be made without too great cost.

The best psychology, in many instances, may be for the schools to ask, first of all, what *they* can do to co-operate with the various local agencies of informal and incidental education. Such inquiries, sincerely spoken, and followed by true and willing service, will almost inevitably awaken an interest in the schools and their problems among the outside people whose help is needed to make the educational process a complete success.

Hated Halos

TO BE CALLED a saint in school is the most terrible indictment any sensitive youngster can undergo. The average boy—or girl, for that matter—would far rather be known as an imp, a cut-up, or a devil, than to be branded with a halo of goodness.

Public opinion of the schoolroom is strongly against saintliness.

Yet that quality is what most teachers want, or are believed by their scholars to want. And that is the biggest reason why the sentiment is so strong against that perfect compliance with rules which marks a child as a goody-goody.

Now the truth is that most teachers are decidedly human. Most of them can remember their own school days, when, as learners, they passed notes, whispered, threw missiles, and did a heap of things they weren't supposed to do—and did them the more joyously because of the danger of being caught.

The teacher who doesn't remember or understand the undercurrent of adventure and daring which is always present in a classroom under normal conditions, and who doesn't inwardly sympathize with it to some degree, is apt to be out of luck in the handling of classes.

"Your Philip causes me a lot of trouble," one teacher informed a visiting mother, "but I just adore him."

Children slowly smother if they can't find outlets for their natural overflow of spirits.

Their ideas of deviltry do not, after all, require very frequent or serious eruptions. If a teacher can enter into the fun of an occasional prank, quickly bringing the class back to business, the lost time is easily made up—and the gain in human comradeship between teacher and class is worth all it costs and a good deal more.

Self-Service Classrooms

UNDER certain conditions classes manage to get along without teachers to watch them study, or even to hear them recite.

Excellent results are sometimes achieved by classes that are put upon their own, as regards discipline. The right atmosphere has to be created in advance for this sort of thing. But when this has been done, the work may proceed very smoothly and satisfactorily. The fact that no one is watching, ready to pounce upon evildoers, removes the incentive to mischief—not always, for if the morale of the group is uneven or disturbed, great disorder may occur in a self-conducted classroom.

Teachers have no need to fear that their jobs will be taken away from them by any form of self-service learning. The teacher in the background will continue to be important.

High School Fraternities

LEGISLATION forbidding high school fraternities has been enacted by many states, and should be enacted by others. It should not be allowed to become a dead letter in any state.

Difficult as may be the task of suppressing these social excrescences upon the public school system, the issue is of basic and vital importance. No organization which is undemocratic and exclusive is to be tolerated in connection with a public school.

Anson W. Belding

Associate Editor.

Home Room Guidance in Grantwood

By ROBERT BURNS, Principal
and MISS EDITH VAN WAGNER, Guidance Director
Cliffdale Park Senior-Junior High School, Grantwood, New Jersey

Pupils in the Junior High School grades are exposed to a thoughtfully organized program of guidance, both educational and vocational, conducted by the home room teachers. The program here outlined is manifesting numerous advantages.

GUIDANCE, in one or another form, has long been recognized as one of the fundamental objectives of the junior high school. Many have been the attempts to reach this objective in junior high school organization, and the failures have been almost equal in number to the attempts, greatly to the regret of the enthusiastic workers. The failures have been in large part due to two reasons: (1) A great enthusiasm for guidance without a clear conception of its aim, purposes, and content, and (2) a difficulty in incorporating the subject in the administrative organization or program of the school. Too many principals have assumed that a period labelled guidance which would bring teacher and class group together would result in a highly desirable form of guidance, when as a matter of fact it usually meant routine organization work or a study period. This school has not been free of such sins, and a study of our mistakes has resulted in the plan which is outlined here, and which seems to operate to the satisfaction of all.

Almost all those who are interested in guidance work may be divided into two sharply opposing groups. The first group believes that guidance can only be done efficiently by the specialist, by one who has definitely prepared for such work in the schools. The second group believes that guidance should seek as its primary aim the harmonious development of the children, that it is the function of all teachers, and that it should in large part compensate for the departmental system operating in all junior high schools which results in the subject teacher's knowing only fragments of children. This school has chosen the second point of view, but it has also attempted to incorporate some of the advantages of the first in its plan of organization.

Since the home room is the social and administrative unit of the junior high school, it was decided that our plan of guidance should operate through the home room unit and under the direction of the home room teacher. This meant that all teachers of the junior high school would assist in the guidance program, for all teachers of this school are expected to be home room teachers. The home room is, perhaps, the only place where the whole personality of the student is displayed, and it is in this environment that a wise guidance program should be able to render its greatest service to the student, and to teacher also, for one authority in this field has argued that if guidance work is good for the student it is also good for the teacher.

It would be very unwise, however, to expect the average junior high school teacher of the present day to carry on unassisted a program of guidance. If this were possible it still would not be desirable, for the concerted efforts of all would not be organized toward a common end, and there would be endless confusion and overlapping. It was at this point that we called into action our expert service as we set about the task of organizing a plan of home room guidance for the junior high school. The high school counselor, who has definitely prepared for this work, has organized such a program of guidance into fifteen lessons for each term of the junior high school, making a total of ninety lessons in all. The subject matter here outlined has been chosen because it is pertinent to the problems of our school, but units may be changed or increased in numbers to fit any given demand.

The plan of administration is as follows: One lesson, divided into two parts, is presented by the home room teacher on two days of the week in a thirty-minute home room period. This is the minimum requirement, and it may be increased by the teacher if she so chooses. The entire junior high school is thus engaged in the work, and the lessons are presented simultaneously in all sections of the same grade. Each teacher is not only familiar with the material for her home room, but with the general topic for each term, so that she sees the work of her grade as a unit in its relation to the entire program. An extensive bibliography has been provided and much material has been made available in the school library for teacher and student.

Although the subject matter, as well as in some instances the method for each lesson, has been suggested, the actual techniques of presentation have been left to the initiative of the home room teacher, who may evolve the method best suited to

her group. The development of the program is thoroughly watched and fostered each morning by personal visits on the part of the principal, the two vice-principals, and the counselor, with the desire to secure maximum success from the program. The general topics for each grade are outlined below:—

GENERAL TOPICS FOR EACH GRADE

Seventh Grade.

First Term.

Acquaintance with school procedure, facts and traditions.

This serves as an orientation course, for this is the point of entry into the junior high school from the elementary schools.

Second Term.

Courtesy in the school and outside the school.

This unit considers courtesy in general, and courtesy in particular places and situations.

Eighth Grade.

First Term.

Appearance—of person and of school building.

These lessons proceed from a consideration of personal appearance to that of surroundings, i.e., school and borough.

Second Term.

Next year—What?

This grade studies the various curricula from which the student makes a choice for the ninth grade.

Ninth Grade.

First Term.

Shouldering personal responsibility for life situations.

The lessons in this grade trace briefly the development of the school system, the responsibility of the superintendent, principal, teacher, and student. Responsibility of the student for health, conduct, study, leisure, etc., is considered.

Second Term.

Vocational information and experiences.

After some introductory lessons on occupations, the emphasis here is on the study of a vocation. Each student, in a period of six weeks, secures information on his chosen or favorite occupation, according to a given outline. This analysis card is returned by the pupil with the signature of the parent affixed.

Although this is only the second year of the operation of this program of guidance a few general advantages may be stated: (1) Greater interest in guidance on the part of teachers. (2) A freer search for information on the part of pupils. (3) Definite subject matter for presentation. (4) Definite time for function of guidance program. (5) The procuring for each pupil the opportunity to adjust and to progress. (6) Better adjustment of the school to the needs of the individual pupil.

The next step which now engages our attention is to build on the junior high school program a similarly organized plan for the senior high school. We shall then have a complete course of study in home room guidance, which will aim to have pupils "learn by doing" in such a way that the life of the individual pupil may reach its highest level, and the life of the school may be well unified.

Education

By D. H. Cook

Education's not a lark,
Nor a nightmare in the dark,
Neither is it saying words
Rounded-up like cattle herds—
It's the Covenant in the ark.

Education's not the grade,
Nor the lines the pen has made,
Neither is it passing test
Measured by the rule that's best—
It's the spirits' cavalcade.

Education's more than name;
It's a vital, living flame
Burning out the poisoned rust,
Cleansing soul of sordid dust—
It's the trainer for the game.

Education's mastery
Of the truth we feel or see—
Best in minds we mold as clay
Placed as planets in their way—
Serving all Humanity.

Young America's "Little America"

NO EPISODE of recent American history is more pregnant with dramatic possibilities and human interest contacts than the achievements of Rear Admiral Richard Evelyn Byrd and the men who contributed so gloriously to the ultimate victory over the elements of the South polar region.

No event that has occurred in the last decade has so fired the imagination of American youth or so awakened an interest in the pursuit of scientific geographical knowledge.

Because the Yeomen City of Childhood, Elgin, Illinois, felt so keenly the possibilities of the situation and the educational values to be derived therefrom, they have carried over into personal experience in so far as possible one of the most interesting phases of the expedition, namely, that of constructing shelter out of the materials provided by nature.

After having read of the construction of "Little America" from all available sources, and after having seen the movie which so vividly portrayed the achievement, the boys were fired with the idea of reproducing their own conception of the situation.

After an anxious wait of many weeks for a sufficient fall of snow, they were greeted one morning by the only real snow storm of the past winter. Immediately all other school work was suspended, and the entire attention of every child in school was focused upon the accomplishment of his cherished desire. How to start, where to secure necessary materials, how to pack dry snow, and many other details were all problems that were faced and solved by boys ranging in age from five to twelve years.

Before the building of the village had progressed very far, the interest of every employee at the City of Childhood had been aroused, and the project became a "Community Achievement." After two days of heroic work, of digging tunnels, wheeling loads of snow from some distance, repairing a cave-in, and erecting a broadcasting station, the boys announced the completion of their task, only to be met with the challenge that their village would not be complete without a few penguins. These were forthwith moulded from snow, and as a final touch, the boys placed their own bow-ties about the birds' necks in order to make the picture complete.

Perhaps the most difficult task was the aeroplane, but when one resourceful boy suggested the use of his skiis to aid in the plan of construction, the problem was solved.

As a final dramatic gesture "Old Glory" was flung to the breeze, and the expressions on the faces of the boys in the accompanying photograph give only a slight suggestion of the satisfaction and pride of accomplishment.

A message written by the boys to Commander Byrd was accompanied by a photograph of "Little America." In return the boys received a letter of appreciation from the office of Commander Byrd which is, to them, a valued possession.

Teaching Elements for Elementary Schools

By EDGAR S. JONES

Lovington, Illinois

IT IS VERY evident that the social environment of the boy and the girl of today is much more complex and sensational than that of a decade or two ago. It does not matter much whether the home is located in the country, village or city, the changed conditions are quickly recognized when a comparison is made with those that existed just a few years ago; hence it may be said that the thoughtful teacher nowadays does not neglect the establishment of a companionship or comradeship with the child. The contention is that if the proper attitude toward the welfare of the children is maintained there will be opportunities for discussing with them the various life problems.

The interpretation of the evolution of the social life of the community is also a real essential. If this is done the child will be assisted in the selection of uplifting recreation. Recreation is a natural desire and it must be directed rather than suppressed. The assertion can be made that really any type of physical action is both proper and recreational for boys and girls. This merely means that such activities as football, basket ball, swimming, skating, and all physical activities should be undertaken by all students. The same recognition should be given to such features as radios, moving pictures, entertainments and all church, school and community services. As the children's temperaments and desiring to do are basic characteristics, it would be rather difficult to tell which is the worse, the constant nagging of the teacher at the children or the hitting them. There is not any question but that many of the vicious habits acquired by students are the direct results of excessive doses of nagging. It may be said that the fault-finder, the scolder and the nagger produce the Rip Van Winkles.

> The suggestion does not mean the mere stating of the situations, but a concentrated study so that the pupil finally obtains a real conception of the value of learning the art of getting in touch with the teacher.

The fact that courtesy is one of the basic elements in any grade in any school, it should be considered that it is necessary for the teacher to make a special effort to illustrate it and during each day cause all pupils to form the habit of being courteous. Once in a while there is a teacher who proceeds in and out of school in rather a discourteous way. There is not any doubt that where courtesy is lacking, but little educational progress can be irrespective of the "book" knowledge the individual might have. It must be recognized that courtesy is the major element in the making of real friends with the pupils. It is a fact that courtesy development will practically solve all problems of discipline and in the end will cause even the below average child to have a high regard for the teacher who is actually developing the various angles of courtesy and especially the one of tact. Usually the disorder and various forms of friction are produced daily by a lack of a courteous element—the one of poise or in more simple words, common sense.

It is always interesting to observe a group of skilled workers who are busily engaged in completing a certain phase of work. It may be artists, carpenters, electricians, gardeners or similar actors. After a careful consideration any one will agree that the teacher who is really associated with boys and girls is engaged in the most worthwhile undertaking in any community. There are many major truths that should receive consideration, but at this time only a few are mentioned.

1. The student should realize that the home at night is the finest place in the world for boys and girls. It does not make any difference whether they live in an apartment in one of the largest cities, or in a residence in a city of 50,000 or 100,000, or in a cottage in a small village, the situation is just the same. This does not mean that they are not to take part in various social, religious, or recreational activities during the evening.
2. There should be a development of loyalty to the home, associates, school, church, teacher and the class. One of the functions of any school is to teach the student to be four-square. This cannot be done in a satisfactory manner unless a special effort is made by having regular development work in the interpreting of concrete problems.
3. If students learn the secrets of study and at the same time become daily impressed by the forming of better moral and physical habits, the chances for success and happiness would be increased many fold. As there are many influences that affect students in the formation of proper habits, it is always a necessity for the teacher to work daily in the application of corrective measures that will really aid the pupil in at least approaching a high standard in mental, moral, social, and physical accuracy.

The abbreviated points below, if used, will aid in the raising and maintaining success.

1. The actual teacher is one who understands human relations and is daily watching for every opportunity to cause the child to respond. During the entire day the various problems are met with a loyalty and a devotion.
2. There should be much coaching of pupils on how to study. This does not mean to work for the individual, but with him, so that the best habits of study possible may be formed. It is just as reasonable to believe that the football players could make touchdowns without coaching as it is to believe that pupils can discover the secrets of the learning process by being told to study. It is self-evident that a more careful study of the laws of the learning process will mean that the learner will become more self-active and at the same time acquire a skill of attack that means much in the mastery of the subject matter and other development features.
3. Children enjoy and appreciate the spirit of co-operation at all times, and there is possibly no better way to get a hold on the child life than by the plan of his helping to do the things needed to make better conditions. There is really no one factor that is so conducive to a successful study attack as the one of having actual organized play periods, either out-doors or in-doors.

The ideal teachers recognize that they do much towards giving the true vision of life, hence it is real desire of this teacher that the child shall reach the age of sixteen or more with a good physique, clear brain, spotless moral life and idealistic desires to do. The contention is held that this type of action naturally creates clean thinking and clean living. The day is coming and is not far distant when the parent will hold conferences with the foster-parent, the teacher, and by a mutual diagnosis come to definite conclusions relative to some of the best things along the human relation line that may be done for the child. During these conferences the topics will be such as, children's traits, their possibilities and their latent initiative tendencies. It will not be necessary to discuss such as, the grades or credits, the acts of conduct and how they study.

Vital Facts Side-Stepped

By LUCIA AMES MEAD
Boston

MOST Americans have not learned at school any facts which give a basis of judgment as to what national defence should be. Naturally it should depend on our dangers, not another's dangers; but what have been our chief dangers? I have asked scores of thousands of students in high schools and colleges, and have found that not only pupils but often teachers had not the wildest conception of how many Americans had ever been killed by foreigners in our five foreign wars combined. No audience ever guessed fewer than 2,000,000. As a matter of fact, the number is less than 75,000 killed in battle. Deaths by disease, for which foreigners are not responsible, were always larger. The War Department sends me the following figures: Revolution, 4,044; war of 1812, 1,950; Mexican War, 1,549; war with Spain, 700; World War, 50,510. The Philippine War was not reported, but it was a minor war. All told, the number killed in battle was about twice our annual loss from traffic accidents, and much less than one-sixth the number killed annually from preventable accident and preventable disease, which is about 600,000. As nothing can be known except when seen in its relations to other things and judgment depends on making comparisons, these facts are vital, and should be pondered as regards the total figures. When a youth of twenty-one casts his first vote with the impression that we are in danger from attack by foreigners who have killed millions, is he not likely to vote for the big navy candidate?

Before we entered the World War we had 226 killed incidentally to a German attack on the Allies. To avenge these 226 and some loss of property, we joined the Allies in the World War, occasioned by disputes which did not concern us, resulting in the killing of over 50,000 of our own boys in battle, in addition to those lost from other causes. Our loss in taxpayers' money was fifty-one thousand million dollars. To throw away even one of the billion dollars would take, at the rate of a dollar a minute, about nineteen centuries, though the highest guess I ever had, and that from a college professor of mathematics, was forty years.

In view of the preposterous demands made by the army and navy to defend the safest nation on earth, spending more than any other on armaments, as President Hoover has told us, cannot the schools and publishers of textbooks do something to create rational comparisons, and promote sound judgment so that the public shall not be bamboozled by fantastic bugaboos about hypothetic dangers when such men as Representative Britten and Admiral Pratt fulminate about our being

left defenceless? They are trying to persuade the public that permission to build up to parity with Britain means obligation to do so, which is false.

We may rejoice that Congress has postponed the $74,000,000 naval building program. Next year, when the momentous Disarmament Conference meets at Geneva, it should find a somewhat different attitude from that which our public takes today. The eyes of the world are upon us and it wants our leadership toward genuine reduction of the colossal burdens of war preparations. Let teachers proclaim that in all our history no nation has ever declared war against us. Since the Revolution, essentially a civil war, we have begun every war we ever had, thinking that the best way to settle a grievance. Is it humanly conceivable that sixty nations which never did attack us will now attempt attack on a nation protected by two oceans, which has to the north the safest borderline in the world, and when they have signed the Kellogg pact is it likely that any one wants to defy the other fifty-nine, and run the risk of being boycotted as an aggressor?

The teacher by correct teaching of history and civics can do much to end the futility and insanity of war.

Teaching Subjects or Teaching Children

By HAYDN S. PEARSON

Meadowbrook School, Weston, Mass.

THE most worthwhile change in educational philosophy during the past decade is the realization that we who have the training of America's future citizens in our care are teaching human beings and not textbooks.

For too many generations education has been conceived of in terms of subjects, and there are, alas, those today who believe their work in the schoolroom is guided and bounded by the material between the covers of a textbook.

We have passed the day of the myriad "ist" and "ism" cults. Thinkers realize that no one school of psychology, with abnormal emphasis on some one phase, is the utopia of education. But the experimental stages of psychology, psychiatry and sociologists have brought one great result to the front.

That is, that the most important factor in teaching is the individual differences between pupils. More than anything else, this has forced us to change the emphasis from subject to pupil.

Once a great philosopher said: "If teachers realized the consuming vital importance of their calling, few of them would be courageous enough to continue." Perhaps it is fortunate that we don't realize the momentousness of our calling! But as each year goes by, the wag who said: "The chief difference between a pupil and teacher is that the latter can keep the book open to see if the answers are correct," is proved more wrong.

For the textbook is becoming a means to an end. The school is for the pupil, not the pupil for the school.

What a happy thing it is to teach boys and girls instead of a subject! Then teaching becomes vital, strong, and purposeful. No longer do the pupils learn a certain number of facts, and recite them to the teacher. That is a deadening process —making the pupils automatic sieves and the teacher a mere judge.

The other system opens up fascinating vistas of interesting knowledge. Each pupil will discover side-roads that will particularly interest him. The teacher will have an opportunity to study the individual interests of the pupils. These can be encouraged and stimulated. Each student can make his own objective, and it is a recognized psychological fact that better work comes through self-interest than coercion.

A teacher explained the difference between student teaching and subject teaching this way: "In my history class I felt I was not getting anywhere. Oh, the pupils studied the lesson, and told me part of what they read. It was standardized, dull, routine. It was easy for me! But I felt I wasn't making any progress in terms of the boys and girls.

"So I made a radical change in my method. The desks were taken out, and a big table put in the room, around which we gathered. Each period we talked a few minutes of the high points of the assignment, then each pupil chose a side-issue that interested him. Of course I tactfully guided and suggested, but after a few weeks it was surprising to see the worth of their choices. Some topics naturally required more time to look up than others. Once a week several reports would be given, and the class would criticise, suggest, and commend. We put through several group projects, map-building, a cardboard replica of a colonial town.

"I was told that the scholarship of the class would go down, but the strange fact is, tests are constantly proving the opposite."

Parents as well as teachers have been guilty of wrong emphasis.

Personal and Professional

JOHN WILLIS BAER, Pasadena, former president of Occidental College, and formerly prominent in welfare and other religious work in New England, but of late eminently successful as a banker in Pasadena, died in February.

MRS. EVERETT O. FISK, trustee of Boston University, and official leader in many education, religious, and social organizations, was banqueted on March 2 by four hundred distinguished men and women at Hotel Somerset as the most eminent leader among New England women of the twentieth century.

There were addresses by seventeen representatives of the various organizations she is serving with high efficiency. There has been nothing comparable to this tribute to any New England woman in many years.

F. E. CORBIN, superintendent of Southbridge, Massachusetts, is retired by age limit after forty-five years' service in the public schools. He has not only been the efficient superintendent of schools, but has been a leading citizen in Southbridge and in the country round about. This he will continue to be. There is no age limit to such public service.

ARTHUR STANLEY GIST'S inauguration as president of Humboldt State Teachers College, Arcata, California, March 20, will mean much to education on the Pacific Coast. Few men have had the range of successful professional experience that Professor Gist has enjoyed.

He had more of the spirit and wisdom of Cedar Falls State Teachers College than others, because his home was there, and he had the atmosphere from the day he was born.

Few men had as much of Seattle under Frank B. Cooper and his associates, as did Gist. No one had quite as much wonderful experience with editorship, professionally, with the National Education Association in the creation of the Department of Elementary School Principals, and of late he was eminently fortunate in being on the faculty of the California State Teachers College in San Francisco.

KATHERINE DOLBEAR, supervisor of nature study, New Rochelle, N.Y., who died recently, was probably the most brilliant scientist in this service in the country. Her father, Professor A. E. Dolbear of Tufts College, was a famous scientist and inventor, making great discoveries in the relation of sound waves to electricity.

Miss Dolbear made New Rochelle and Westchester County the leaders in creating a bird preserve for winters in the United States.

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EQUIPMENT NEWS

Visual Aids for Primary Grade

One of the outstanding features of the visual instruction exhibits at the meeting of the Department of Superintendence was the material offered for primary work by the Keystone View Company of Meadville, Pa.

For some years this company has had in preparation a series of Visual Readers. These readers are based on well-known techniques connected with the use of the stereograph. Preliminary tests have shown some remarkable results achieved during the first six months' work done according to this method.

Closely related to this work is the growing popularity of pupil-made lantern slides, which although widely used in the social studies of the upper grades, art, the biological sciences and other similar subjects, are peculiarly adapted to the activity programs progressive teachers are following in the primary grades.

Superintendents and teachers are exhibiting unusual interest in the new use of Keystone visual aids in the primary grades.

Typing in Word Units

A new study in some of our high schools is known as "Stenotypy." It is a system of stenography performed with the aid of a little machine called "Stenotype."

The Stenotype is a word machine. It is small and neat in appearance. It has a keyboard of English letters something like that of the typewriter, but with this difference: On the Stenotype you may strike any or all letters at one stroke, whereas on the typewriter the letters must be struck singly. For instance, the word "start" is written on the Stenotype by selecting the five letters S-T-A-R-T, and striking them all at one time, whereas on the typewriter the word "start" would require six strokes—one stroke for each letter, and an additional stroke for the space key. The Stenotype is compact, and takes up about as much space on the desk as an ordinary book. The machine is not heavy, and can be operated on the lap, and may be taken from place to place without trouble.

A number of well-known teacher-training institutions now furnish instruction in Stenotypy, some of them in summer courses.

Information will be cheerfully furnished by The Stenotype, 4101 South Michigan Avenue, Chicago, Illinois.

Sound on Film

Our readers will probably recall notices and advertisements of DeVry portable motion pictures projectors and cameras, that have appeared in the Journal of Education from time to time. They have always played an important part in the motion picture equipment of progressive schools.

H. A. DeVry of Chicago is now producing a sound-on-film projector for schools that is said to be lighter in weight, simpler in operation, and lower in cost than previous models. The basic feature is, that as the sound is recorded on the film, directly along side the pictures, non-synchronization is impossible, and the cost has been reduced. The new sound reproducing device can be added to regular DeVry projectors at small cost.

School men will welcome this new apparatus designed to bring school equipment in line with up-to-date methods of presentation successfully employed in the business and amusement worlds.

"How Pencils Are Made"

Despite the fact that hundreds of thousands of booklets and folders describing how pencils are made have been distributed, the demand for this information continues as strong as ever. School teachers, students and libraries find this data useful, and in response to many requests Eberhard Faber has published a sheet which not only explains how pencils are made, but how erasers are made, and the correct technique for obtaining the best results from Mongol Colored Indelible Pencils, the markings of which when gone over with a brush moistened with water produce "wash" effects. This sheet will be sent free on request to any one interested who writes for it to the Eberhard Faber Pencil Company, 37 Greenpoint Avenue, Brooklyn, N. Y.

A Versatile Projector

The Leitz Combination Projector, Model "Vh," has recently been introduced, and has met with an immediate response from leading educators in the field of visual education. The new "Vh" model offers remarkable brilliancy, increased flatness of field and sharpness of screen image.

The new Projector "Vh" is extremely well constructed, the instrument is equipped with four parabolic mirrors tending to concentrate the rays for maximum efficiency. The mirrors, furthermore, cast the light in an evenly distributed manner, eliminating the possibility of shadow, whereas a well equipped ventilator-cooling system continuously blows cool air upon the specimen, thus protecting it from any possible damage.

The mechanical construction of this instrument embodies a number of new developments. The convenient manner of placing the specimen into position, and the ease and convenience of changing from one mode of projection to another are very interesting. Furthermore, means are provided for micro-projection and projection of film slides. An attachment for demonstration of physical phenomena can likewise be supplied. Those interested in the Film Projector "Vh" can obtain copy of pamphlet No. 1177, by writing to E. Leitz, Inc., 60 E. 10th Street, New York.

Universal Duplicator

Gestetner Duplicator Company, of Bloomfield, N. J., has developed what is termed "The Universal Duplicator," accurately reproducing the work of the typewriter, artist's pen, printer's type and photography.

Hygiene Charts

New material for the teaching of health and hygiene is available in the Winslow Health and Hygiene Charts. These consist of sixteen large wall charts, forty-four by thirty-two inches, beautifully executed in nine color printings. Edited by Professor C. E. A. Winslow, of the Yale School of Medicine, these diagrams, with the accompanying manual for teachers, provide clear and vivid portrayals of basic health facts. Dry-as-dust anatomy has here given place to an interesting interpretation of physiology and anatomy in terms of health habits and principles. The Winslow charts have been available for but a short time, and yet the reception already accorded to them indicates that they fill a long-felt want.

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GEORGE MATTHEW ADAMS:—

"No one is wholly unimportant! No one—anywhere."

STANLEY BALDWIN:—

"The world is suffering from an economic blizzard, and the governments should have taken in sail."

ALBERT EINSTEIN:—

"There lies a deep meaning in the fact that the children of all civilized countries are so fond of playing Indians."

CHARLES F. THWING:—

"A boy in a reformatory in Vermont was for a time put into a house in which he had full liberty. After a time he was returned to the reform school, and he escaped the first night. 'Why didn't you run away when you could?' the head of the house asked him, after he had been caught. 'You don't think I'd run away when you were trusting me, do you?" was his answer. It is the duty of the teacher to trust the student. The boys at Rugby used to say: 'We wouldn't lie to Arnold. He'd believe us.'"

E. LEE VINCENT, Merrill Palmer School, Detroit:—

"Modern children need a large dose of casual letting alone tempered with expressions of love."

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

"Kindness" of Amos Skinfly I

Amos Skinfly lived in the big house on the top of the hill. Because he was rich and lived in the big house he was pointed to as a prominent leader of life in Orchard City.

Amos was slim and starved-looking, and had a big wart on the end of his nose. His eyes were black and small, and went this way and that when he looked at you.

Amos had money, lots of it, and he lent it to needy people, at big interest. When he bought pies, however, he asked for those left over from last week. A little yellow mould, here and there, did not bother him if he got the pies half price. As for his wife, he always told her the pie around the yellow spots was as good as ever.

Old Mrs. Granby had borrowed three hundred dollars from Amos. That was three years ago. The interest of fifty dollars a year had not been paid.

"I don't think I can pay it this year, either," she told Mr. Skinfly, when she met him on the street.

"That is all right, Mrs. Granby," he said, as he rubbed his dry palms together. "Don't worry about it at all. Let me see! Let me see! Three hundred dollars plus fifty, the first year, and interest, of course, on the fifty for the second year, and another fifty the second, and interest on that and the first fifty—well, well, all you owe me now is about four hundred dollars. Don't worry! Don't worry! I shan't foreclose on you and take your little house away from you."

(To Be Continued.)

"Kindness" of Amos Skinfly II

That night Amos Skinfly told his wife about it. "Ha, Ha!" he laughed in his high shrill voice. "She thinks I'm kind and good to her. She thinks I'm generous."

"She ought to know better," said his wife.

"She ought," admitted Amos, "but she doesn't. Well, my dear, when her bill reaches seven hundred and fifty dollars I shall foreclose. No one will pay more, and I shall get the property for a song."

"Not a cheerful song," said his wife.

"Disagreeable as usual," growled Amos. "It's a wonder you married me."

"I wonder at it every day," said his wife. "If I had known as much then as—" but Amos had left the room. He did not like to hear his wife talk that way.

People sometimes do things through selfishness that look like kindness. When they pamper their children, and thus spoil them, they are not really kind.

How the Bat Became What He Is—I

The bat was beautiful to see in those days. Our forefathers tell us he looked like a gorgeous parrot with crimson head and golden beak and orange wings and tail feathers that spread themselves out when he flew like a gorgeous fan.

If he had been as beautiful inside as he was out, all would have been well, for he could sing most beautifully, making up songs of his own as he went along, and weaving into them all the beautiful melodies of other birds. In fact, Bat could have been king of birds without half trying, for he had brains. He, alone, could think up ways of getting food where other birds starved, and of escaping danger where other birds met with misfortune.

Bat, however, was unhappy. He had a surly, disagreeable, selfish nature. He was cruel, too, and loved to make fun of people. In a way he was a bully, for he could fly so fast and dodge so quickly and think up so many schemes that none of the bigger birds could ever catch him to punish him. The result was that finally a delegation of birds flew far off to the purple hills, and complained to Ee-ee-toy, the peaceful one, begging his aid in ridding the desert of this irritating pest. Ee-ee-toy listened to all that was said. "It shall be as you wish," he said. "It is not right that the just and the beautiful and the peace-loving should be forever tormented by the will of one who does nothing all day long but spread discord about him."

The very next day Flying Squirrel was amusing himself in the big forest. He would run up a tree, and then launch himself into the air and glide down, to land a hundred feet away. Bat watched him for some time, then he began to laugh.

"Only skin for a wing," he cried, "Only skin for a wing. How would you like a few golden feathers like mine?"

"Please go away," said Flying Squirrel. "All I want is to be let alone."

(To Be Continued.)

How the Bat Became What He Is—II

"Skinny wing! Skinny wing!" shouted Bat at the top of his voice. Suddenly a hush fell on the forest. Ee-ee-toy had come like a shadow. He stood tall and straight between the red trunks of the pines. Even Bat was silenced.

"Impudent fellow!" said Ee-ee-toy. "From this moment you shall have a skinny wing yourself. Perhaps that will teach you to leave Flying Squirrel alone."

Ee-ee-toy vanished. For a moment Bat was terrified, then he shook himself. Sure enough, he had a skinny wing, but his golden feathers covered it. He launched himself into the air. He could fly faster than ever. For very glee he chortled and laughed so loudly that the jackrabbits sat up and held their ears.

The very next day Turkey was picking seeds from the high grass along the river's edge. Bat flew down and perched on a willow twig not far away.

"Gobble! Gobble!" he cried. "What an ugly old fellow you are!"

"Go away, please," pleaded Turkey. "I am hungry and want to be let alone."

"Bare neck! Bare neck!" yelled Bat. "Wrinkled-old, skinny-old bare neck!"

Instantly a hush came over the desert. Even a whirl of yellow sand stood still in mid-air, as though waiting for something to happen. Like a shadow Ee-ee-toy came and sat under a huge cactus.

"Bat," said Ee-ee-toy, "yesterday you learned nothing. Today you shall learn much. Be as bare over your whole body as Turkey's neck is bare."

Bat looked around in surprise, then he screamed in rage, for his golden and scarlet feathers were falling from him like a rainbow rain.

For a second Bat was too horrified even to think, then he lifted himself

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on his leathery wings and darted away. As he flew he chortled. Without his feathers he was cool. What did he care for beautiful feathers, anyhow!

The next day Mouse was playing in front of his hole under a sage bush. He would squeak a little, then run a little, then sit up and lift his ears and listen, and then squeak a little and run a little and sit up again. Bat watched him from the limb of a cactus tree. "Hey, you Mouse," he cried at last, "where did you get such ears? Where did you get such a snout? Where did you learn such a squeak?"

Mouse looked at Bat, and then said: "Please go away. I am happy here in the sun. Soon winter will come, and it will be cold. I must play while I may. Be a good fellow, now, and do not bother me."

Bat laughed. He thought a long time, then he screamed: "Round ears, long snout, squeaky voice, run about."

Mouse was so ashamed that he darted into his hole, and did not come out again for two days. As he disappeared a silence feel on the desert. Ee-ee-toy came and seated himself in the very shadow of the tree that held Bat.

"Disagreeable fellow," he said, "will you never learn a lesson? From this moment have round ears, yourself, and a mouse snout, and a squeaky voice."

For once Bat was sorry for what he had done. He squeaked his sorrow to Ee-ee-toy, and begged for another chance, but Ee-ee-toy was gone and only the desert wind listened to his promises.

Bat was so changed now that no one knew him any more. It was lonesome out there in the desert. Moreover he was ashamed, so he flew off far to the south to a dense woods, and hid himself in its branches.

(To Be Continued)

How the Bat Became What He Is—III

He was a very sober Bat, but one day, as he sat brooding all hunched up on a limb, he saw Sloth coming along on a branch on a neighboring tree. Sloth was upside down, of course, as Sloth always is, walking along under the limb instead of on top of it. His great curved nails hooked themselves over the limb and prevented him from falling.

Bat was so amused that he squealed with laughter. "Ho! Ho!" he screamed. "Who's this? Where did you come from? Upside down and topsy turvy."

Sloth stopped and raised his head. "Isn't it bad enough," he said, "to have to go upside down all one's life, without being made miserable by the remarks of a silly fellow like you?"

"Upside down and topsy turvy," squeaked Bat over and over again.

A hush fell on the forest. Ee-ee-toy came, and stood in the shadows far below. "Bat," he said, "are you trying to see how far you can go? Will nothing change you? From this moment, wherever you rest, whenever you sleep, let it be like Sloth, there, upside down and topsy turvy."

Bat fluttered as he felt himself falling from the limb. He clutched wildly with his claws. One on each foot had grown long and curved. He found himself swinging head down from the limb on which, a moment before, he had sat upright.

From then on Bat became a thoroughly mischievous fellow. He played all sorts of mean tricks on the other creatures. He even learned to suck their blood. At last Ee-ee-toy came to him once more. "Evil fellow," he said, "the daylight is not for you. From now on fly only at night, when decent people are asleep. When the sun is high, hang from the roof of damp caves, where no one but snakes and centipedes are to be found. All this you have brought upon yourself, because you have not appreciated the beautiful and the good and the true, and because you have never learned that only he who is kind and unselfish prospers in the final reckoning."

Thus came Bat to his present state.

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The BOOK TABLE

INDIANS IN WINTER CAMP. By Therese O. Deming. Illustrated by Edwin W. Deming. Edited by Milo B. Hillegas. Cloth. 126 pages. Chicago, New York, San Francisco: Laidlaw Brothers.

"The Indians in Winter Camp" is the second of the "Indian Life Series" written by Therese O. Deming, and illustrated by Edwin W. Deming, both of whom have lived with more Indians more interestingly than have any other authors of books that reveal the real life of Indians in their native associations.

This "Indian Life Series" comes at a time when it is of importance that all schools should be sympathetically intelligent about the Indians of today, and the experiences through which they have become genuinely civilized.

The illustrations make this series especially distinct. There are ninety-three colored illustrations, ten of which are full-page pictures. Each of the ninety-three illustrations reveals a characteristic phase of Indians as it has never been revealed before.

BOOKKEEPING AND BUSINESS KNOWLEDGE: FIRST YEAR COURSE. By J. Hugh Jackson, Stanford University; Thomas Henry Sanders, Harvard University; A. Hugh Sproul, State Normal School, Salem, Massachusetts. Revised edition. Cloth. 397 pages (6 by 9). Ginn and Company.

Modern education magnifies in various ways the fact that every high school subject, especially, must be utilized in many ways, and these authors make a business of having bookkeeping help make business men even of the students who never make professional bookkeeping a vocation. They make it worth while for every high school student to take their course in "Bookkeeping and Business Knowledge."

ORAL AND SILENT READING PRACTICES. By Florence Piper Tuttle. Cloth. 246 pages. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

The teaching of school reading is decidedly different from what it was even five years ago. Until twenty years ago the chief business of the first three years in school was to teach oral reading.

Then there was a rather abrupt swing to "silent reading." Today and for the past three to five years it is oral-silent reading. It is now well nigh a universal practice to judge one's oral reading by its revelation of the character of the silent reading which it represents.

This book has a wealth of material which the teacher can have Primer children use, and each child use as needed, until he finishes the third grade with a habit firmly established of learning to read orally for the express purpose of having the listeners get from his reading all that he got from it before he read it orally.

OFFICE AND SECRETARIAL TRAINING. By Rufus Stickney, Boston University, and Blanche G. Stickney, Bryant-Stratton College, Providence. Cloth. 342 pages. Prentice-Hall, Inc.

This presents a student's business laboratory in which to work out in real action what he has learned he should do as he has been told that he should do it.

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One of the best newspaper business plants in Boston that had been fabulously successful for more than forty years, is said to have done $20,000,000 business in 1929 by the same men in practically the same way as in other years, and the business lost half a million dollars, and publicly announced that they could not continue the business ninety days.

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HAPPY TIMES. By Sister Mary Estelle, Grand Rapids, Michigan. Illustrated by Charlotte Becker. The Marywood Readers. New York: The Macmillan Company.

Here is as beautiful a Primary School Reader as has come from any up-to-date publisher's press. It is as charming a revelation of nature's wonders, as fascinating childhood amusements, and as genuine an appeal for a socialized community spirit as in any primary school reader, and it has as religious an atmosphere and as New Testament a vocabulary as though it were a Sunday School book.

There are two surprises for the reader. First, that a religious book can be so human, and second, that a human book can be so religious.

EDUCATION AS A LIFE WORK. An Introduction Into Education. By Riverda Harding Jordan, Cornell University. Cloth. 303 pages. New York: The Century Company.

We think it nice to say that Riverda Harding Jordan is our long-time friend and eminent educator of Dartmouth and Cornell, "Dr. R. H. Jordan," who has been of incalculable service to education because of his uniformly human spirit and his scientific habit of thinking.

In "Education as a Life Work" it reveals both his human spirit and his scientific habit of presenting facts.

PRIVATE AND PUBLIC SECONDARY EDUCATION. A Comparative Study. By Leonard V. Koos. Cloth. 228 pages. University of Chicago Press.

This is a careful study of Public and Private Secondary Schools of Minnesota. So far as we know it is the first attempt to make as complete a comparative study of all private and public secondary schools in any state. It is exceedingly interesting. To one who has known Minnesota educationally for forty years there is no surprise in the general conclusions.

The charts are ideal. They make clear at a glance the facts they are intended to compare.

Minnesota's lines of social and religious distinction are remarkably definite, and the lines of cleavage in secondary schools between public and private interests are equally distinct.

There are adequate private schools for every class of citizens with controlling preferences.

While there is little material here for propaganda use for any one it is useful for everyone.

ESSAYS IN COMPARATIVE EDUCATION. By I. L. Kandel, Teachers College. Cloth. 235 pages. (6 by 9.) Bureau of Publications, Teachers College, New York.

These twenty papers are essays created from lectures, special addresses and magazine articles. Dr. Kandel attracts attention whenever he expresses an opinion on any vital subject of the last five years because he is never a forceful propagandist of any personal hobby. The education tragedy of the past decade has been that several men and women who might easily have been educators chose to be politicians.

EDUCATION IN ACTION

Schools Yield to Cry for "Job Training"

More Children in New York City Are Being Prepared for Business of Making a Living; Have Wide Range of Choice

The impact of industry on modern life has forced New York City's school system into giving more and more courses which tend to fit youngsters for specific jobs, it was disclosed recently, as the Board of Education opened some of its distinctive training institutions for inspection.

Itself an industry that by comparison dwarfs many a "big business," the metropolitan educational system, which costs roughly a million dollars a school day, is yielding to demands of parents that children be trained in the art of making a living. The courses are nearly as diverse as life itself. Manicuring, business machine operation, dress designing, tea-room operation, and technical phases of the textile industry now have their place in the courses of study open to girls. A curriculum which once bristled with Latin, Algebra and physical geography, has been modified to fit the boys who feel that the rudiments of printing, saxophone playing, food preparation, bookkeeping, or copper craftsmanship are more direct routes to a permanent place on some one's pay roll.

The last annual school report showed that one-third of the city's high school students were taking some courses that fitted them for a definite job. But now as a winter passes which has seen breadlines of those not so trained as to find work during an industrial slump, the number has risen until some forty per cent. of the 185,000 high school students are taking commercial, technical, manual training, industrial or agricultural courses.

At Brooklyn Industrial High School some seventy-two young women are taking a course designed to make them accomplished manicurists, and wavers and trimmers of hair.

To the whir of power machines in Manhattan Trade School for Girls, young women learn to operate the devices which turn out embroidery, hemstitching, and flatlock work.

At Public School 90, the special opportunity school for over-age boys, Principal John J. Winter, who thirty years ago studied with Hugo Munsterberg at Harvard, is working out new methods of socializing boys out of step with their age group.

To provide a place in modern industrial life for deaf children extensive courses have been developed for the 472 youngsters who attend Public School 47. Because of their handicap the deaf are best fitted for manual work, so training that is given them there is along this line. Printing, lampshade making, hat trimming, and art metal work, in addition to academic subjects and speech correction, are in the courses.

Convicts Work To Get Degrees

An experiment in convict education, whereby prisoners are paroled to state colleges or universities, to obtain their degrees, is being worked out with the inmates of San Quentin, Cal., state prison. The plan was evolved by Vierling Kersey, state superintendent of public instruction, and Dr. H. A. Shuder, educational director at San Quentin. "Of more than 5,000 prisoners at San Quentin, approximately 3,000 are enrolled in various educational classes," said Kersey. "This represents an increase of 361 per cent. in the last ten months." The University of California offes its extension courses to inmates without charge. With the exception of two courses in Spanish, all University extension papers are graded by university instructors. Approximately fifty per cent. of the women in the women's prison are carrying on studies in the educational department.

Urges Different Aim In Vocal Music

Too much emphasis on training professional singers, and too little on developing normal singing voices and musical appreciation, is the trouble with musical education in many public schools today, according to Dr. Frederick W. Wodell, senior professor of voice at Converse College, Spartanburg, S. C., speaking before the Eastern Music Supervisors' Conference. He struck a sympathetic chord among the laymen at the meeting when he came out stoutly for singing "water," not "watah," and similar words. He advocated creating in the child an enjoyment of good music, but not attempting to turn out accomplished singers in four years of high school.

Jersey School Has Teacherless Day

The 500 students of the high school in Roselle Park, N. J., went to school one day recently, but their teachers didn't. Instead, the teachers took the day off as one of the two visiting days permitted them by law, and the students ran the school. According to G. Hobart Brown, the principal, who inaugurated the idea, and who spent the day reading in the school library to be near by in case of emergency, the students made a good job of it. Each class was in charge of a selected student leader. And even the principal and his assistants were represented by members of the student body. The strict level of discipline maintained at the school was noticeable throughout the day, lessons were recited and marks entered as on any ordinary school day, and the entire program was termed a "huge success" by Principal Brown and twenty-one visitors who came to witness a teacherless school in operation.

Clark Urges Schools To Co-ordinate Work

The theory of the "progressives" in education that there should be less departmentalization in schools and more co-ordination between the subjects of the curriculum to enable the child better to meet life situations, was endorsed by Dr. A. Mortimer Clark, principal of the DeWitt Clinton High School, the Bronx, New York City, the world's largest secondary school, with an enrollment of more than 9,000 boys. Dr. Clark said he feared the public high school was becoming an institution divided into too many separate departments, each of which, he said, was "a unit in itself—a thing apart from the rest of the school." "I feel that the student is being injured by this rapid growth of the individual departments. I have a feeling that our boys and girls have developed an attitude toward subjects that is a very undesirable attitude. We've heard a great deal about the 'scientific method' and the 'scientific attitude.' Right there is a springboard from which there might start a movement away from this rigid departmentalization."

Porto Rican Heads Island University

Carlos E. Chardon, first Porto Rican chancellor of the University of Porto Rico, Cornell graduate and authority on tropical agriculture, has taken up his duties, although his formal installation will not take place until the annual commencement exercises in May, when representatives of American universities will be present in San Juan. Mr. Chardon is thirty-three years

old, born in Ponce, and is a graduate of the island schools. For three years he was a student at the College of Agriculture and Mechanic Arts at Mayaguez, one of the colleges of the institution of which he is now the head, before going to Cornell to complete his agricultural studies and take post-graduate courses.

Behavior School As Crime Preventive

The public schools, settlements and clubs for boys and girls should take a larger part in rooting out juvenile delinquency, Miss Henrietta Additon, head of the Crime Prevention Bureau of the New York City Police Department, recently declared. The proposed behavior clinic in the public school system would be very valuable to the crime prevention program, she said, but added, in answer to a question, that it had been delayed because of the inability of the school heads to agree as to whether a psychiatrist or an educator should be its chief executive. The sum of $100,000 was appropriated for this work in this year's budget. Miss Additon also suggested that settlement houses and other organized groups for young people supply more exciting recreations and develop more stimulating leaders, if they hoped to compete with the thrills of the streets.

Patronize Movies But Shun Museums

Almost half of 308 undergraduates at Columbia University had never visited the American Museum of Natural History in New York City, and only twenty-five knew of the existence of the Morgan library, they admitted, in answering a questionnaire distributed by Spectator, the student newspaper. Two-thirds of those answering had visited the Metropolitan Museum, but explained that such visits were required by their studies. Only one out of three had attended the Metropolitan Opera, but all except twenty had visited at least one of the large moving picture theatres. Plays of the Theatre Guild and Civic Repertory type had been patronized by only one-seventh of those answering the questions.

Indian Graduates Abandon Tribes

During the presidency of General Calles a college was established in Mexico City for the education of members of all the different Indian tribes in various parts of Mexico, an enterprise which has failed signally in achieving all the results intended. Such Indians as have come to the capital to be educated refuse to go back to their tribes after they have acquired a certain proficiency in the arts and sciences. Inasmuch as such instruction as has been imparted has cost the government in some cases as much as 10,000 pesos for each pupil ($4,985), and yet has failed to bring about the result desired, which was that these favored youths should go back and teach other members of their tribes, the departments of the government concerned are now considering establishing schools upon the different reservations where certain aboriginals can receive instruction without leaving their tribes and falling victims to the lures of life in the metropolis.

Turks Bar Beauties From Teaching

None of beauty's daughters need apply as Turkish school ma'ams. Nashide Saffet, twenty, a primary school teacher in Istanbul, won a beauty contest for the election of "Miss Turkey of 1931," and was promptly notified to resign her pedagogic job or her beauty crown. She kept the crown. That it is a teacher's duty to be as plain as possible has long been the creed of the Kemalist authorities.

Cuba Moves to Reorganize Schools

President Machado of Cuba has signed a measure authorizing him to reorganize completely educational institutions through the island, including primary and high schools and colleges and universities. The law authorizes the chief executive to contract for American or other foreign expert assistance, if that is deemed advisable. Chairs will be awarded to professors by public, competitive examinations. The law also empowers the president to appoint a technical commission with authority to reorganize educational institutions.

Spelling Lessons And Theme-Writing

Students' spelling in examinations, where the words are pesented in column form, is five per cent. better than their spelling in ordinary theme writing. That is the conclusion of Dr. Harold H. Bixler, director of tests in Atlanta schools. Dr. Bixler also discovered that after a student masters 4,000 words, each additional 1,000 adds only one per cent to his writing vocabulary. Business and the public have placed on spelling a value greater than its instrinsic worth, Dr. Bixler believes, as a misspelled word seldom changes the meaning of a letter.

Quakers to Send Student to Mexico

The student body of Earlham College, a Quaker institution at Richmond, Ind., will send one of its members to the University of Mexico to promote good will between Mexican and United States college students, officials of the school announced. This will be the second time the school has sent students to other countries, the first being in 1927, when a woman student was sent to Japan. The trip is being sponsored by the International relations forum of Earlham. Six students will be chosen fom the student body by a committee of faculty members and students. An all-school election will be held to determine the winner, and the money for the trip and tuition will be raised by contributions.

State Offers Workers' Scholarships

The New York State education department has offered at the State Teachers College at Buffalo twenty-five scholarships for experienced trade workers who wish to become teachers of their trade. The courses are open to men between the ages of twenty-three and thirty-eight years, with five years of journeyman experience, and women between twenty-one and thirty-five with five years of trade experience. Architectural and mechanical draftsmen must be high school graduates, and applicants of other trades one year in high school. The scholarships are of $1,000 each for one year. Applications must be made at the State Education Department at Albany before April 20.

Honor for "Plugger" In Colleges Today

To the football hero and the campus mixer, "Big Business" today prefers the Phi Beta Kappa man. And the once-despised "plugger" now admittedly has his revenge in dollars and cents after graduation, so reports from vaious parts of the country to the National Student Federation would seem to show. A number of large corporations have made standing offers to various colleges and graduate business schools to give positions to the best scholars in every class.

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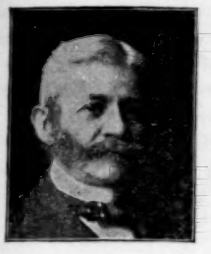

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Aviation Courses Proving Popular

Setting probably a speed record as well as an altitude record for entering higher education, aviation all over the country is fast penetrating the college curriculum alongside Greek and Latin. A thousand more students than last year are studying it in colleges, according to a survey by the Aeronautical Chamber of Commerce. And the number of colleges offering it has grown from sixty-one to seventy-four. A third of the students electing it are working for a special bachelor's degree in aviation, at the end of a four-year course. A number of colleges now offer also graduate courses practically on a par with those in medicine or engineering, leading to the degree of Doctor of Philosophy, or of Master of Science in Aeronautical Engineering. Meanwhile, aviation mechanics are being trained in the public schools in several cities.

Natural Science Courses for Teachers

To develop the practical background of persons teaching natural science in American public schools, a special series of field work courses in the natural sciences, for elementary, secondary and high school teachers, will be inaugurated this summer by Teachers College, Columbia University. In co-operation with the International Institute of Teachers College, a field course in science and science education in Germany will be offered this year. Completion of this course, which is believed to be unique in courses offered science teachers, will receive university credit, according to the announcement. Approximately fifty other new courses covering various fields in the teaching of the natural sciences will be offered this summer by Teachers College.

Elected College President at 30

To the list of young college presidents in the United States today was added the name of William P. Tolley, of Madison, N. J., chosen president of Allegheny College at the age of thirty. Tolley was elected to succeed Dr. J. A. Beebe, who retired last June because of ill health. Tolley now is dean of the Brothers College at Drew University, Madison, which post he has held since 1928, when the college was established.

New Orleans Has Chinese School

New Orleans now has its first Chinese language school for the children of its 400 Chinese colonists. Simple characters of the 3,000-word Cantonese dialect are being taught to the youngsters, and it is hoped to make them good scholars of their native tongue in time. Chinese Consul Lee is one of the sponsors of the school, which is being undertaken under Christian auspices.

Canada Plans Student Tours

Major F. Ney, M. C., executive secretary of the Overseas Education League, Ottawa, Canada, is in England, completing arrangements for a series of Summer educational tours of Great Britain and the Continent by several hundred Canadian school teachers and students. The program includes also several organized tours of Canada by teachers from the British Isles.

Penn Girl Students Ban Public Smoking

Smoking in public is still a male prerogative at the Pennsylvania State College. After a ruling on smoking by women students had been under fire for almost a year, the girls themselves, through the Women's Student Government Association, definitely ruled that women students may not smoke in public places. "Public opinion in Pennsylvania is opposed to women smoking in public," declared Miss Helen Buckwalter, of Scranton, a senior and president of the W. S. G. A.

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Schoolmaster — "Now, Tommy, I'm going to cane you."

Tommy—"But you can be prosecuted for cruelty to animals."

Schoolmaster — "You are not an animal!"

Tommy—"You called me a monkey yesterday."—The Toronto Globe.

Concrete Example

Tramp—"Madam, would you mind givin' me the recipe for them biscuits you give me half an hour ago?"

Lady—"What can you want with the recipe? You're not going to make biscuits, are you?"

Tramp—"No, but I want you to settle a bet. My pard says you use three cups of cement to one of sawdust, and I say you use only two."

The Why of Steam

Father—"Now, I want to put a little scientific question to you, my son. When the kettle boils, what does the steam come out of the spout for?"

Son—"So that mother can open your letters before you get them!" — The Pathfinder.

Choice of Evils

"Yes, sir, work is scarce," said Pat, "but I got a job last Sunday that brought me five dollars."

"What?" said Mr. Goodman, much shocked. "You broke the Sabbath?"

"Well, sir," returned Pat, apologetically, "it was me or the Sabbath. One of us had to be broke."

Contented

A kindly but somewhat patronizing landlady inquired of the young bride how she and her husband proposed to spend their holiday.

"Our plans so far," replied the bride, a little distantly, "are tentative."

"Oh, how delightful!" exclaimed the landlady. "I'm sure you'll enjoy camping out more than anything else you could do."—Border Cities Star.

The Chief Reason

"Oh, what a funny looking cow!" said the chic young thing from the city. "Why hasn't it any horns?"

"There are many reasons," answered the farmer, "why a cow does not have horns. Some are born without horns and do not have any until the late years of their life. Others are dehorned, while still other breeds are not supposed to have horns at all. There are many reasons why a cow sometimes does not have horns. But the chief reason that this cow does not have any horns is that it isn't a cow at all. It's a horse."—Montreal Star.

Five Pretty Girls

"Does your son ever come back to visit you since he got in the movies at Hollywood?"

"Every summer," answered Ma proudly, "every summer of the five years he's been gone."

"And did he bring his wife with him each time?"

"Yes," she replied, "and they was five as pretty girls as you ever laid eyes on."—The Pathfinder.

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Of Journal of Education, published weekly at Boston, Mass., for April 1, 1931.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforsesaid, personally appeared A. E. Winship, who, having been duly sworn according to law, deposes and says that he is Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforsesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and managing editor are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Managing Editor — Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon street, Boston; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Anson W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Loella R. Winship, 46 Shepard street, Cambridge, Mass.; Laurence L. Winship, South Sudbury, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Mass.

A. E. Winship,
Editor.

Sworn to and subscribed before me this 14th day of March, 1931.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

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